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Individual differences in adult attachment styles and their connection with representations of actual and ideal love

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Individual Differences in Adult Attachment Styles and Their Connection with Representations of Actual and Ideal Love

by

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ABSTRACT

This study explores the hypothesis that the nature of children's attachment relations with parents influences later social and emotional relationships, specifically subsequent close, romantic, love relationships. The purpose of this study was: (1) to integrate the two major "traditions" of attachment theory and research as it applies to adults by looking at the relationship between adult memories of early childhood experiences and representations of later reciprocal romantic relationships; (2) to investigate the salience of attachment-related issues versus friendship-related issues in adolescents' representations of actual and ideal love; and (3) to determine whether any differences in adolescents' representations of actual and ideal love were related to the individual's romantic attachment style.

Sixty college students (30 males and 30 females) completed a questionnaire measuring attachments to parents, attachments to romantic partners, and representations of actual and ideal love. Insecure attachments with both the mother and father were highly predictive of insecure romantic relationships. However, secure relationships with each parent did not predict secure relationships with an individual's romantic partner. Also, more participants described a negative relation with their father in childhood than their mother. Another finding was that friendship was an important factor in romantic relationships, as well as attachment. On average, participants discussed issues of friendship as frequently as they did issues of attachment. However, an adult's particular attachment style was not found to significantly differentiate their attitudes toward attachment-related and friendship-

related issues within their representations of ideal love, although interesting patterns emerged. In terms of attachment-related issues, the secure and preoccupied groups valued commitment, whereas the avoidant groups sought independence. In terms of friendship-related issues, the preoccupied group emphasized companionship, whereas the dismissing group valued friendship qualities, such as respect and trust.

INTRODUCTION

This thesis provides an overview of attachment theory and research, as it applies to adults, and how the ability to form close attachment relationships early in life influences an individual's subsequent social and emotional relations. Despite the fact that everyone forms attachments with particular individuals, the nature of their attachment can be quite different. Researchers have identified different attachment styles, which reflect how individuals are attached to their caregiver in infancy. These attachment styles in infancy, representing one's expectations concerning their caregiver's availability and responsiveness, are hypothesized to be stable and continuous, meaning that one's attachment organization in infancy is internalized as a working model, which is maintained and transferred to later adult relationships, particularly romantic relationships.

In recent years, two "traditions" have emerged in the study of adult attachment. These two traditions are the "nuclear family" tradition and the "peer/romantic" tradition, and both have developed the idea that expectations, which stem from early attachment relations, influence subsequent relationships. However, they differ in their focus, procedure, and application.

The "nuclear family" tradition has explored the internal aspect of attachment, including the intergenerational transmission of attachment patterns from parent to child. The belief is that the quality of a parent's past relationships and the way they have worked through their negative attachment experiences and issues of loss can predict the quality of present interactions between the parent and their infant.

Therefore, the claim is that an adult's attachment pattern reflects how they as an infant organized their attachment behaviors toward their parents, and that organization is passed on to their child.

The "peer/romantic" tradition has extended the work of the nuclear family tradition and has focused on the study of attachment relationships between adults. This tradition claims that romantic relationships can be conceptualized as an attachment process, in which reciprocal adult attachments are similar to the attachment relationship between parent and child. Therefore, the assumption is that an individual's attachment organization continues to affect how they think about and experience love relationships in adulthood.

The current study examined the congruence between adult romantic attachment patterns and patterns of attachment in infancy and whether an individual's attachment to their parents influences their attachment to their partners in romantic relationships. In doing so, the conceptualizations of the two adult attachment traditions were outlined and their research methods were integrated into a single measure that was used to determine if attachment patterns are enduring characteristics of the individual, which transcend particular relationships.

A second issue that I investigated is the adequacy of the attachment model in the study of romantic relationships. The peer/romantic tradition believes the attachment perspective offers the most comprehensive approach to the study of romantic love. I, however, think the attachment model disregards other important aspects of romantic love, such as friendship. Therefore, I explored what types of

issues individuals discuss when they describe their current romantic relationship and their ideal romantic relationship, and I determined whether the salience of friendship-related issues was similar to the salience of attachment-related issues as determined by an individual's description of their actual and ideal love relationship.

An extension of this issue involved attachment style differences in ideal representations of attachment and friendship. As mentioned previously, researchers have identified different attachment styles, which might reflect mental models of past attachment experiences. These differences in mental representations have been based on *actual* relationships, and it is unclear whether there is a connection between the issues of attachment and friendship in representations of actual and ideal love. Therefore, I explored what individuals actually want in their ideal relationship and whether or not an individual's classification in a particular attachment style differentiates their expectations of their romantic relationships and partners.

ATTACHMENT THEORY

The ability to form close relationships is an important topic in psychological research, because the formation of and the experiences associated with these interpersonal relationships are crucial to one's personality and psychological development. It has been hypothesized that this ability is crucially dependent on our ability to form strong emotional bonds early in life. "That relationship is generally referred to as an *attachment*, which we can formally define as a *long-enduring, emotionally meaningful tie to a particular individual*" (Schaffer, 1996, p. 126). This thesis will explore adult attachment relationships as measured through memories toward parents and conceptions toward romantic partners and how these might be reflected differently in conceptions of actual and ideal love. But before I get to those issues, I will begin with an overview of attachment theory.

In defining the concept of attachment, a distinction must be made between an *attachment system* and an *attachment behavior*. The *attachment system* is a basic system of behavior that is biologically based. Since the system is biologically rooted and thus species-characteristic, the implication is that there exist basic processes of functioning, which are universal in human nature (Ainsworth, 1991, p. 33). John Bowlby, who originated and refined the concept of attachment, describes the attachment behavior system as a motivational control system, which organizes the child's feelings towards the attachment figure. His formulation of the attachment system is based on psychodynamic, control, and information theory, but above all ethological theory. He claims that affectional bonds between children and their

primary caregivers have both a biological and evolutionary purpose. "Accordingly infants are genetically 'wired' to maintain proximity to the mother and to signal to her for attention and help at times of distress, and mothers for their part are programmed to respond to such signals" (Schaffer, 1996, p. 128). Since the goal is to promote safety and security, the attachment system triggers attachment behaviors, which express the child's feelings. "Bowlby defines *attachment behavior* as 'any form of behavior that results in a person attaining or retaining proximity to some other differentiated and preferred individual, usually conceived as stronger and/or wiser'" (Feeney & Noller, 1996, p. 2).

A basic component of attachment theory is the propensity to form intimate emotional bonds to particular individuals. "During infancy and childhood bonds are with parents (or parent substitutes) who are looked to for protection, comfort, and support. During healthy adolescence and adult life these bonds persist, but are complemented by new bonds, commonly of a heterosexual nature" (Bowlby, 1988, p. 120).

Mary Ainsworth, a coworker of Bowlby, emphasizes that these affectional bonds are not synonymous with relationships and provides three ways in which they differ (Ainsworth, 1989, p. 711). First, affectional bonds are long lasting; relationships may or may not endure. Second, affectional bonds are characteristic of the individual, not the dyad, in terms of internal working models. Third, a relationship may have a number of components, some of which may be irrelevant to what makes for an affectional bond. She defines an affectional bond as "a relatively long-enduring

tie in which the partner is important as a unique individual and is interchangeable with none other" (Ainsworth, 1989, p. 711). According to Ainsworth an "attachment" is an affectional bond with the combined criterion of the experience of security and comfort obtained from the relationship.

"Three characteristics have been proposed as distinguishing attachment from other relational bonds: (1) proximity seeking, (2) secure base effect, and (3) separation protest" (Weiss, 1991, p. 66). First, in order to assure safety and security, an infant seeks proximity to their caregiver. The child attempts to stay within close range of his/her parents, and this range is reduced in situations in which the child feels frightened. Second, the caregiver serves as a secure base for infants, meaning that the infant seeks comfort from them in times of distress. When the caregiver serves as a secure base, the child feels confident in exploration and play. "An infant will typically show interest in exploring the physical environment and making affiliative contact with other family and group members, including peers, as long as the caregiver is nearby" (Shaver & Hazan, 1993, p. 30). Third, the child will display protest to defend against separation.

Bowlby also argues that infants are predisposed to explore their environment. This need to explore takes the child away from their parent and counteracts the need to maintain proximity. Therefore, Bowlby describes the behavioral systems as being homeostatic control systems. "The attachment system maintains a balance between exploratory behavior and proximity-seeking behavior, taking into account the

accessibility of the attachment figure and the dangers present in the physical and social environment" (Feeney & Noller, 1996, p. 3).

Individual Differences in Attachment

Attachment theory also addresses the role parents play in determining their child's development. Individual differences in the organization of attachment behavior and in the expectations regarding attachment relationships are hypothesized to be related to the behavior of the attachment figure (Crowell & Treboux, 1995, p. 295). Specifically, the pattern of attachment that an individual develops is profoundly influenced by the way his parents treat him (Bowlby, 1988, p. 124).

Ainsworth was the first to conduct in-depth studies of individual differences in attachment. Her research indicates that the availability and responsiveness of the primary caregiver can, in fact, predict the type of relationship that the mother-child dyad will have later on. "Ainsworth argued that mothers who are sensitive, responsive, accessible, and cooperative during their child's first year are likely to have a child who develops a secure attachment. This, in turn, forms the basis within the child for feelings of self-worth and self-confidence" (Cowie, 1995, p. 14).

Based on her naturalistic observations and her laboratory-based Strange Situation technique (a research paradigm designed to elicit attachment behaviors through exploration, separation, and reunion episodes with an attachment figure), Ainsworth and her colleagues delineate three patterns of infant-mother attachment: *insecurely attached-avoidant* (Group A); *securely attached* (Group B); and *insecurely attached-resistant* or *anxious-ambivalent* (Group C). "The patterns of infant behavior

that define these three styles are systematically related to the amount of interaction between mother and infant and to the mother's sensitivity and responsiveness to the infant's needs and signals" (Feeney & Noller, 1996, p. 6).

Securely attached children are confident that their caregiver will be available, responsive, and helpful should they encounter stressful or frightening situations. As a result of this felt security, these children are sociable and feel comfortable exploring their environment. Although they tend to show distress by separation, they actively seek comfort upon reunion with their attachment figure. (See Appendix E for a useful schematic representation of attachment theorists and their classifications of attachment styles).

Insecurely attached-avoidant children have no confidence that their parent will be available and responsive when called upon. As a result, they shun close contact and ignore the attachment figure upon reunion. Ainsworth describes the caregivers of avoidant infants as rejecting and averse to contact.

Insecurely attached-ambivalent children are uncertain whether their parent will be available and responsive to their needs. "Because of this uncertainty he is always prone to separation anxiety, tends to be clinging, and is anxious about exploring the world" (Bowlby, 1988, p. 124). Ainsworth describes the caregivers of anxious-ambivalent infants as insensitive and inconsistent.

Subsequent studies by Mary Main and her colleagues have led to the identification of a fourth pattern of infant-mother attachment, labeled *disorganized*

(Group D). "Here the child appears dazed, confused, or apprehensive, and shows no coherent system for dealing with separation and reunion" (Cowie, 1995, p. 14).

According to Bowlby, these individual differences in attachment tend to persist over time, because "the way a parent treats a child, whether for better or for worse, tends to continue unchanged" (Bowlby, 1988, p. 126). Bowlby regards this process as one characterized by internalization. He proposes that within the attachment system exists an internal working model of the social environment, the attachment figure, and the self, which is built up through infancy, persists and gradually gets updated in childhood and adolescence. The individual creates mental representations, which are said to function outside conscious awareness. These mental models guide the child's actions with the attachment figure based on previous interactions and incorporate the expectations and emotional experiences associated with them.

These representations change over time, as the individual encounters new experiences and assimilates more and more information. Therefore, working models cannot be regarded as fixed, because if the relationship between the parent and child changes, the attachment pattern will change accordingly. This is due to the fact that early on, the pattern of attachment is a property of the dyadic relationship. As the child grows older, the pattern becomes increasingly a property of the child himself (Bowlby, 1988, p. 127).

Internal working models of relationships are considered the means by which the effects of attachment experiences in childhood are carried forward into later relationships (Rutter, 1995, p. 550). This suggests that the attachment children form

with their caregiver influences the child's social relations and personality development later in life. "Attachment theory predicts that attachments with caregivers will influence the quality of other close relationships and social interactions" (Kerns & Stevens, 1995, p. 325). Reasons for this link include: (1) attachments may provide expectations for how to relate to others; (2) attachments may provide a secure base that promotes social interactions with peers; and (3) attachments may provide a context in which children can develop an interaction style that later generalizes to interactions outside the attachment relationship (Kerns & Stevens, 1995, p. 326).

Thus, attachment theorists claim that the formation of early relationships is important to one's later social and emotional development, because the child develops patterns of responses in infancy, which influence the way they react to and handle situations later in life, particularly distressing events. The parent-child relationship also has implications for the child's later social relationships and his/her sense of self. "The quality of the early relationships influences the child's concept of self as well as attitudes towards others and expectations of existing and future relationships" (Cowie, 1995, p. 30).

The hypothesis is that continuities, do in fact, exist between early experiences with caregivers and adult relationships, including both friendships and romantic relationships. If an individual encounters satisfying experiences in childhood with their caregiver, the claim is that they will see themselves as worthy of love in adulthood and value intimate relations with others. An individual's internal working model creates expectations of the quality of his/her relationships with others and, in

turn, the individual develops a working model of himself/herself in interactions with others. These models of self and other provide the capacity to deal with life's events and the ability to form emotional bonds with others. This is an important point, because according to Bowlby (1988), "the capacity to make intimate emotional bonds with other individuals, sometimes in the careseeking role and sometimes in the caregiving one, is regarded as a principal feature of effective personality functioning and mental health" (p. 121).

The present study examines whether an individual's attachment history with parents influences their later social and emotional relationships, particularly their close romantic relations. Two lines of research have investigated issues such as these, concerning attachment relationships in adulthood and the differences in individual's working models of self and others. I turn now to a review of the literature, which emanates from these two "traditions" and is grounded in Bowlby's and Ainsworth's attachment theory.

TWO TRADITIONS IN ADULT ATTACHMENT RESEARCH

Two research "traditions" in adult attachment have originated from the pioneering work of John Bowlby and Mary Ainsworth. Although both traditions stem from attachment theory and have solid roots in Ainsworth's Strange Situation procedure, their focus, measurements, and applications are quite different.

The first school is comprised of developmental psychologists who are interested in how an individual's internal working model of attachment relationships is transmitted across generations. To examine this association, developmentalists have focused on in-depth interviews to assess adults' memories and quality of discourse in describing childhood experiences with their parents. "Parents' mental representations of their childhood experiences with attachment relationships are thought to determine the degree to which information concerning their infants' attachment needs can be processed freely and without distortion" (Bakermans-Kranenburg & van Ijzendoorn, 1993, p. 870). This tradition has been referred to by some as the "nuclear family" tradition, since much of their research has focused on attachment in nuclear families. Specifically, researchers in this tradition believe the quality of a parent's past attachment relationships and the way they have worked through their negative attachment experiences with their caregivers can predict the quality of present interactions between the parent and their infant.

The second school is comprised of social psychologists, whose research has focused on attachments to contemporary peers. This group has been referred to as the "peer/romantic partner" tradition, and they claim that reciprocal adult attachments are

similar to the attachment relationship between parent and child. An assumption of this tradition is that the attachment system continues to operate throughout life, particularly within adult romantic relationships.

"In both cases, there appears to be an implicit assumption that attachment styles are relatively enduring characteristics of individuals that transcend particular relationships and that act to structure the quality of interaction in particular close relations" (Bartholomew, 1994, p. 23). More specifically, adult attachment researchers, regardless whether their domain is in parenting or romantic relationships, believe that the effects of childhood attachment relationships extend into adulthood. However, the two traditions have conceptualized and measured the continuity of attachment-related behaviors in different ways. They differ both in their focus (parent-child versus love relationships) and also in their methodology (interview versus self-report measures). These two research traditions will be reviewed in turn, focussing on their conceptualization, measures, and findings.

The Nuclear Family Tradition

The "nuclear family" tradition, following the work of Mary Main and her colleagues, have investigated the relationship between parents' working models of attachment of their own childhood relations and their children's attachment. Therefore, their claim is that adults' working models correspond to the quality of parent-child relationships, and these parent-child relationships are related to subsequent patterns of family organization and "play a role in intergenerational transmission of family patterns" (Crowell & Treboux, 1995, p. 296). "Main and her

colleagues focused on the possibility that adult 'states of mind with respect to attachment' (i.e., adults' current representations of their childhood relationships with parents) affected parenting behavior, which in turn influenced the attachment patterns of the parents' young children" (Bartholomew & Shaver, 1998, p. 26).

To investigate this possibility, Main and her colleagues developed the Adult Attachment Interview (AAI), which examines an individual's early attachment experiences and evaluates the effects of these experiences on present functioning. The AAI is designed to assess adults' deeper "unconscious" internal working models with respect to attachment relationships in childhood, and to determine how these representations are structured and organized. "...The coherence of the resulting narrative has been found strongly linked to *external* criterion—namely, to the year-old infant's response to the structured separation and reunion episodes of the Ainsworth Strange Situation" (Main, 1991, p. 139). Therefore, most of the research in the nuclear family tradition focuses on the stability and continuity of an individual's internal working model with respect to attachment relationships, where an individual's mental representation of their parent determines the responsiveness and sensitivity experienced by their own infant as assessed in the Strange Situation procedure. Simpson and Rholes (1998) note that since the AAI was developed to *predict* the Strange Situation behavior of respondents' children explicitly, it should tap working models relevant to parenting and caregiving.

The AAI is a 45-100 minute semi-structured interview, in which the adult is asked to give an overview of the childhood relationship with their parents and to

provide sets of five adjectives, which describe their childhood relationship with each parent. The subject is asked to cite specific experiences from childhood that explain the adjectives given. The interviewer probes for general descriptions of relationships and memories by asking the subject about feelings of rejection, separation, loss, and so forth. "Adults are asked to retrieve attachment-related autobiographical memories from early childhood and to evaluate these memories from their current perspective" (Bakermans-Kranenburg & van Ijzendoorn, 1993, p. 870).

The coding of the interview is based on thoughtfulness and coherence between the descriptions of the relationships and specific examples of behavior, not on the content per se. "Transcripts are scored on a set of nine-point scales, which summarize the scorers' evaluations of the subject's childhood experiences with each parent (loving behavior, rejection, involving/role reversing behavior, neglect, and pressure to achieve) and the subject's present state of mind with respect to attachment (discourse coherence of transcript, believability, amount of information, relevance to topic, manner, idealization of each parent, stated lack of recall, current anger towards parent, derogation of parent and attachment, passivity and speech, and fear of loss of child through death)" (Crowell *et al.*, 1996, p. 2587).

Despite the fact that many adults have had different experiences with different attachment figures, Main and Goldwyn claim that a single classification for overall "state of mind with respect to attachment" can be reliably assigned to each verbatim interview transcript (Main, 1991, p. 141). Based on the interview and its ratings, the subject is assigned to one of four categories: *Autonomous-Secure Adults* (F),

Dismissing Adults (Ds), *Preoccupied Adults* (E), and *Unresolved* (U) (see Appendix E).

Autonomous-adults value attachment relationships and can describe their past relationships coherently, regardless if those experiences were positive or negative, and they typically have secure infants as judged by the Strange Situation procedure. *Dismissing* adults devalue the importance of attachment relationships, or they idealize their attachment relationships without providing sufficient examples to support their claims. Adults judged Dismissing typically have avoidant infants. *Preoccupied* adults are engrossed with their past attachment relationships but they cannot describe them in a coherent manner. Adults judged Preoccupied typically have anxious-ambivalent infants. Finally, adults are classified as *Unresolved* if their responses to loss completely lack reasoning and coherence. This classification is superimposed on the adults' main classifications. "Even autonomous adults may be classified as unresolved because of their answers to questions about loss experiences, in the context of an otherwise autonomous interview" (Bakermans-Kranenburg & van Ijzendoorn, 1993, p. 870). Adults judged as Unresolved with respect to events associated with loss have disorganized/disoriented infants.

Evidence provided by the Adult Attachment Interview supports the claim that attachment organization is continuous and can be transferred to other relationships. The AAI allows researchers to investigate whether or not adults are able to integrate their specific memories of attachment experiences into a more general representation of attachment, and this representation has been shown to parallel their children's

attachment patterns in infancy. Main and Goldwyn, as cited in Kobak and Sceery (1988), found that 73% of the interview classifications of parents, whose children had been assessed six years prior in the Strange Situation procedure, matched the Strange Situation classification that had been assigned to the child six years earlier. "This pattern of congruence between the way in which adults organize thoughts and memories of their own attachment experiences and the way their children organize their behavior in the Strange Situation suggests that there may be a similarity in the 'rules' or working models used by parents and their children in organizing both behavior and representations relevant to attachment" (Kobak & Sceery, 1988, p. 137).

Other researchers have also investigated the relation between experiences with attachment figures in childhood and adult attachment status as determined by the AAI. Crowell and Treboux (1995) cite a study by Hamilton in which there was a 75% secure/insecure correspondence in adolescence who participated in an earlier study as infants. Also, in a study by Waters (1978), young adults were interviewed 20 years after they participated in the Strange Situation procedure as infants. "There was 70% correspondence for secure/insecure status and 64% correspondence for three classifications" (Crowell & Treboux, 1995, p.306). These results suggest that continuities exist in an individual's attachment organization, and their classification in a particular attachment style is relatively stable.

Kobak and Sceery (1988) also examined the coherence of attachment organization during late adolescence using the AAI. They claim that if adult attachment organization parallels that organization identified in infancy, then affective

and representational correlates of attachment status in later life should be evident. "If attachment organization is to be conceived as coherent across developmental transformations and assessment contexts, there is considerable need to specify its invariant aspects" (Kobak & Sceery, 1988, p. 142). Their approach to this issue is to conceptualize attachment theory as one of affect regulation, which involves investigating how individuals respond to emotionally distressing situations. "The link between working models of attachment and affect regulation is particularly evident when the Adult Attachment Interview is viewed as a task that requires representing and reflecting upon distressing events that would typically activate the attachment system" (Kobak & Sceery, 1988, p. 142).

Although some of their results concerning the secure group were tentative, they found that those adolescents classified as secure by the AAI demonstrated more ego-resiliency (the ability to modulate negative feelings in distressing contexts) than those classified as insecure. The secure group was also rated as less anxious and less hostile, and they reported little distress and high levels of social support. The dismissing group was rated low on ego-resilience and reported more distant relationships. The preoccupied group was also less ego-resilient, and they reported high levels of personal distress. These findings lend support for the usefulness of the AAI as a way of assessing attachment organization and for the "notion of working models as an organizational construct associated with differing styles of affect regulation in distress-related contexts" (Kobak & Sceery, 1988, p. 144). Also, attachment organization was

found to be theoretically related in meaningful ways to representations of self and other (Kobak & Sceery, 1988, 144).

The researchers in the nuclear family tradition, as evident in the use of the Adult Attachment Interview, prefer interview measures and behavioral observations to questionnaires. Interviews elicit verbal behavior that allows for inferences to be made about the attachment system. Specifically, researchers analyze the manifest content in words, as well as the latent content in the form and context of the verbal discourse, to explore the inner organization of one's behavioral control system. Ainsworth (1989, p. 715) argues that "both researchers and funding agencies are strongly urged to turn their attention both to naturalistic observation and to the latent content of verbal behavior in discourse and the use of the interview in studies of various kinds of affectional bonds beyond infancy".

The Adult Attachment Interview is advantageous in respect to its validity, which is supported by the link between parents' attachment patterns and their children's attachment classifications. This measure is also considered to be valuable because it may indirectly reveal the subject's internal working model, avoiding any possible defenses that could bias self-report measures. However, the administration and coding of the AAI is extremely time-consuming and requires professional, in-depth training. Furthermore, the AAI is not published and one must be trained in an expensive workshop before one can get access to the measure. These are some of the reasons why many researchers favor self-report measures.

An alternative approach in assessing adult attachment, which has been used in developmental research and as an alternative method of scoring the AAI, is the Q-sort method. The Q-sort methodology is a procedure by which an observer describes a subject in terms of specific statements concerning the subject's attachment behavior and sorts the descriptive statements into a rank order, ranging from most characteristic to least characteristic of the subject.

The procedure begins with a Q-set, consisting of 100 statements that allow an observer to describe individual differences in the functioning of the attachment system. "Each item in the attachment behavior Q-set consists of an item title and more specific descriptive statements printed individually on cards" (Waters & Deane, 1985, p. 52). The Q-set items are based on theory and observational data and reflect the range of behavior of a particular construct, i.e. attachment.

Observers sort the statements of the Q-set into piles ranging from most characteristic to least characteristic of the subject. "This is usually accomplished in several steps, by sorting the items into three piles and then subdividing these into a total of nine. Then, working from the outer piles toward the center, each pile is adjusted so that the final sort conforms to a symmetrical, unimodal distribution with specified numbers of items in each of the nine piles (e.g., 5, 8, 12, 16, 18, 16, 12, 8, and 5)" (Waters & Deane, 1985, p. 53). After the items are sorted, they are scored in terms of their placement in the distribution. For example, each item in pile nine receives a score of nine; each item in pile eight receives a score of eight, and so forth.

Everett Waters and Kathleen Deane (1985) created a Q-sort for assessing secure attachments in toddlers, ages 12 to 36 months. Their Attachment Q-set "covers a broad range of secure base and exploratory behavior, affective response, social referencing, and other aspects of social cognition" (Waters & Deane, 1985, p. 53). Although the Q-sort developed by Waters and Deane focuses on assessing individual differences in security of attachment in toddlers, other researchers have followed their lead and have devised Q-sorts to describe adolescents and adults. Researchers have since developed adult attachment Q-sorts, peer Q-sorts, and marital Q-sorts (Crowell & Treboux, 1995). Aside from assessing dimensions of attachment by this procedure alone, the Q-sort has been used as an alternative method of scoring the Adult Attachment Interview. For example, Kobak's Q-sort scores the AAI transcripts using a forced distribution based on two dimensions: security/anxiety (coherence/incoherence of the interview) and deactivation/hyperactivation (dismissing/preoccupied strategies). "The individual's sort is correlated with a prototypic sort, and the individual can be classified into a Secure, Dismissing or Preoccupied category on the basis of the correlations with the prototypes" (Crowell & Treboux, 1995, p. 303).

An advantage of the Q-sort methodology is that the observer, whether they are a trained judge, parent, or friend, can be kept unaware of how the sort is scored on a particular construct. Also, the Q-set includes a standard list of statements, which allows for different observers to rate the same subject, increasing the reliability of the Q-sort description. "In addition, description of subjects in terms of an array of scores

on items with highly specific content affords a wide range of analytic possibilities that are not available when rating procedures are employed to summarize a wide range of information in a single score" (Waters & Deane, 1985, p. 53). However, information regarding stability and discriminant validity of the measure was not provided in the studies reviewed.

In sum, the nuclear family tradition, in the use of interview measures, infers an individual's attachment style through retrospective descriptions of their parent-child relationship. Their interest is in the stability of adult attachment in terms of the predictive value of maternal attachment. "Caregivers' sates of mind with respect to attachment may be derived from actual and perceived childhood experiences with attachment figures and may influence behavior in caregiving situations" (Benoit & Parker, 1994, p. 1455). The issue of investigation within this group is the intergenerational effect or transmission of the primary caregiver's state of mind (internal working model) in regard to attachment on the quality of the infant's attachment to her and the infant's attachment style later in life and some effort to conceptualize working models in terms of ego-resilience and concept of self and others. Thus, the broader claim that these attachment relations affect our later social relations is left relatively untouched by them. This is the issue taken by the next tradition.

The Peer Romantic Tradition

The "peer/romantic research" tradition is based on the work of personality and social psychologists and began when "Hazan and Shaver first canvassed attachment

theory for insights about how adults with different attachment histories ought to think, feel, and behave in close relationships" (Simpson & Rholes, 1998, p. 6). They define adult attachment as internal representations that guide behavior in emotional and social relationships and as strategies that individuals use to avoid distressing events and maintain felt security in love relationships.

Hazan and Shaver's argument is that romantic love can be conceptualized as an attachment process through which affectional bonds are formed. They argue that "experiences and behaviors associated with falling and being in love are compatible with Bowlby's conception of attachment, and that individual differences in these experiences are related in theoretically meaningful ways to memories of childhood relationships with parents" (Shaver & Hazan, 1993, p. 29).

Early relationships have an impact on later love relationships, and romantic love itself is a process of attachment, because it involves the same components of proximity maintenance, secure base, and separation protest as does parent-child attachment. The claim is that in adulthood, the attachment figure is no longer the parent; rather, it is typically a romantic partner. The assumption is that parents are eventually replaced as the primary attachment figure. In adulthood, attachment is a reciprocal relationship, in which each partner takes the role of both caregiver and careseeker. Hazan and Shaver claim that the three major attachment styles described in the infant literature are manifested in adult romantic love.

To measure individual differences in attachment, Hazan and Shaver developed a self-report measure, which translated the three major attachment patterns found in

infancy (secure, avoidant, and anxious-ambivalent) into classifications for adult romantic relationships (see Appendix A). Respondents to this forced-item measure are asked to read three-attachment style descriptions and choose the one that best describes the way they typically feel in romantic relationships. According to Shaver and Hazan (1993), the *secure type*-description emphasizes trust and comfort with closeness in romantic love relationships, while the *avoidant type*-description stresses a reluctance to trust others and a preference for maintaining emotional distance. The *anxious-ambivalent type*-description emphasizes a lack of confidence in the availability of the romantic partner and an unsatisfied desire for emotional closeness (see Appendix E).

Hazan and Shaver (1987) found that the prevalence of attachment styles is roughly the same in adulthood as in infancy, and adults with different styles differ predictably in the way they experience romantic love. Secure individuals described their love experiences as happy, friendly, trusting, and they stressed the need to accept and support their partner despite their partner's faults. Also, their relationships tended to endure significantly longer than insecure individuals. Avoidant individuals were characterized by fear of intimacy, emotional highs and lows, and jealousy. Anxious-Ambivalent individuals experienced love as involving obsession, and they stressed the need for closeness.

Hazan and Shaver (1987) also found differences in mental models among the attachment styles. Secure subjects said that romantic feelings fluctuate during relationships and it is possible that in some relationships romantic love never fades. In

contrast, avoidant subjects felt that "fairy-tale" love does not exist in real life, and romantic love rarely lasts. Anxious-ambivalent subjects claimed that it is easy to fall in love, but they rarely find true love.

However, the relation between romantic attachment styles and attachments with parents is more tentative, but they seem to be connected to some extent. Retrospective reports of past experiences, based on self-descriptive questionnaire items and items concerning relationships with others, and self-reports of attachment styles revealed that secure subjects, in comparison with insecure subjects, reported warmer relationships with both parents (Hazan & Shaver, 1987). Avoidant subjects described their mothers as cold and rejecting, whereas preoccupied subjects saw their fathers as unfair.

The work of Hazan and Shaver (1987) provided the first theoretical and empirical evidence for studying romantic love as an attachment process, and provided the impetus for a rapidly growing field of research. Other researchers have since followed in their footsteps and have provided further support for their attachment perspective on romantic love.

Researchers who have also investigated attachment group differences and their attitudes concerning love are Feeney and Noller (1990). They found that secure subjects were self-confident and were comfortable with intimacy. As they expected, avoidant subjects were avoidant of intimacy, and they scored low on self-confidence and on the endorsement of a romantic ideal. Preoccupied individuals were

characterized by emotional dependency, and many reported ideas of all encompassing love.

After Hazan and Shaver's original measure three-group model of adult attachment was introduced, other derivatives followed. One of these involves the subject being presented with the three attachment classifications and rating the applicability of each using Likert type scales ranging from "not at all" to "almost completely". Other researchers have made modifications to the three original attachment classifications by breaking them into a number of statements, which respondents rate the extent to which each statement describes their feelings.

The fact that these measures are easy to both administer and score is the primary advantage of using self-report measures. Also, they assess views that adults have about contemporary attachment figures. Simpson and Rholes (1998) claim "self-report measures should be better suited to assess working models that guide social behavior in peer and romantic relationships, but poorer at indexing working models that govern parenting and caregiving" (p. 7). A criticism of using self-reports is that they can only capture conscious feelings—a limitation considering the assumption that mental representations exist outside conscious awareness. Crowell and Treboux (1995) argue that many individuals have limited direct awareness of their attachment strategies. "Narrative or lexical techniques which assess factors which lie outside of the individual's awareness would be expected to better tap attachment working models and subsequent attachment-specific behaviors" (Crowell & Treboux, 1995, p. 319).

Bartholomew's Four Group Model

Bartholomew (1990), who had noticed that Hazan and Shaver's avoidant type and Main's dismissing type differed in the degree to which they exhibited certain avoidant qualities, proposed a model which included two avoidant attachment styles, based on a two-dimensional scheme involving conceptions of the self and other. Bartholomew's (1990) four category system is derived from Bowlby's claim that children internalize their early attachment experiences with their caregivers, which come to form a prototype for later attachment relationships (Bartholomew & Hazan, 1991, p. 226). Bartholomew's (1990) model describes theoretical ideals or prototypic forms of adult attachment combining "models of the self" and "models of the other". This formulation is based on Bowlby's identification of two features of internal working models of attachment: whether or not the attachment figure is viewed as one who responds to calls for support and whether or not the self is judged as one towards whom the attachment figure is likely to respond.

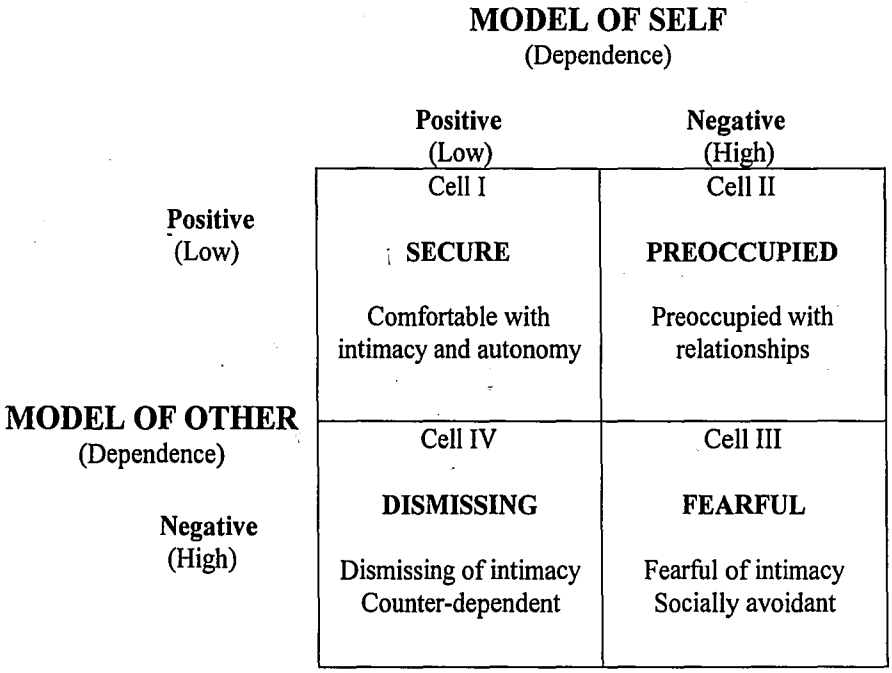
According to Bowlby, if caregivers consistently respond to the child's need for comfort and security, the child is likely to develop a model of self that is considered worthy of love and support (i.e., positive model of self). Also, if the child has come to rely on the caregiver as a source of love and support, the child is likely to develop a model of other as available, caring, and worthy of trust (i.e., positive model of other). However, if the caregiver consistently rejects the child's need for comfort and security or if they are inconsistent in their care for the child, the child is likely to develop a

model of self as unworthy (i.e., negative model of self) and a model of other as rejecting, distant, and uncaring (i.e., negative model of other).

Bartholomew and Horowitz (1991) claim that the way individuals process social information is one of the mechanisms by which attachment styles are maintained. In doing so, individuals "produce behaviors that evoke specific reactions from other people, and this social feedback is interpreted in ways that confirm the person's internal models of the self and others" (Bartholomew and Horowitz, 1991, p. 241).

Bartholomew organizes the intersection of model of self and model of other to define four attachment styles. "If a person's abstract image of the self is dichotomized as positive or negative (the self as worthy of love and support or not) and if the person's abstracted image of the other is also dichotomized as positive or negative (other people are seen as trustworthy and available vs. unreliable and rejecting), then four combinations can be conceptualized" (Bartholomew & Horowitz, 1991, p. 227). The four combinations are as follows: *secure* (positive model of self and other); *preoccupied* (negative model of self and positive model of other); *dismissing* (positive model of self and negative model of other); and *fearful* (negative model of self and other) (See Figure1).

FIGURE 1
Bartholomew's Model of Adult Attachment
(Bartholomew & Horowitz, 1991, p. 227).



Those labeled *secure* (positive model of self and other) are characterized as being comfortable with intimacy and autonomy and having an internalized sense of self-worth. This type of attachment is a result of warm, responsive, and consistent caregiving and is expected to result in fulfilling relationships. This secure model corresponds to the Secure group as identified by Main, Hazan and Shaver, and other researchers of adult attachment.

Preoccupied attachment (negative model of self and positive model of other) is characterized by an individual's preoccupation with relationships, in which they are overly dependent on others. "Preoccupied individuals anxiously seek to gain acceptance and validation from others, seeming to persist in the belief that they could attain safety, or security, if they could only get others to respond properly toward

them" (Bartholomew & Shaver, 1998, p. 31). Children whose parents are inconsistent and insensitive to their child's needs may come to explain this lack of love through their own unworthiness. This prototype is similar to the Preoccupied style identified by other researchers.

The final two groups, dismissing and fearful, are both forms of adult avoidance, which result from parental rejection. Those individuals labeled *dismissing* (positive model of self and negative model of other) tend to dismiss the need for intimacy and avoid closeness as a result of their negative expectations of others. Although dismissing individuals deny the importance of close contact, they are able to attain autonomy. "A way of maintaining a positive self-image in the face of rejection by attachment figures is to distance oneself and develop a model of the self as fully adequate and hence invulnerable to negative feelings which might activate the attachment system" (Bartholomew, 1990, p. 164). Individuals with this style value non-social domains, such as their careers and hobbies. Also, they devalue and passively avoid close relationships, since they consider independence as most important. This style partly corresponds to Main's Dismissing group, which is not represented in Hazan and Shaver's three-group model.

Similar to the dismissing group, *fearful* individuals (negative model of self and other) also experience avoidance of intimacy. The difference is that this group desires close, personal relationships and is extremely dependent on another's acceptance. However, they fear rejection to such an extent that they avoid social contact. "To preclude the possibility of rejection, such individuals actively avoid social situations

and close relationships in which they perceive themselves as vulnerable to rejection" (Bartholomew, 1990, p. 164). As a result, fearful individuals are socially avoidant of others, which makes the possibility of establishing close relationships difficult, if not impossible. This fearful group is similar to Hazan and Shaver's Avoidant category and is not to be confused with Main's Disorganized/Unresolved category. (See Appendix E for a schematic overview comparing attachment theorists and their classification systems.)

The two forms of avoidance proposed by Bartholomew differ in the importance placed on the approval of others. Dismissing individuals deny the need for other's acceptance, while fearful individuals, like the preoccupied, have strong dependency needs and are hypersensitive to social affirmation. Also, the two models differ in the experiences of autonomy and intimacy. "The dismissing have attained autonomy and a sense of self-worth at the expense of intimacy, while the fearful have difficulties with both autonomy and intimacy" (Bartholomew, 1990, p. 165).

These prototypical descriptions, based on the four-group model, are utilized in various ways to measure adult attachment. As with the measures based on the three-group model, these classifications can be presented in a forced-choice item or using rating scales. In addition, a set of criteria describing each prototype can be used to code attachment interviews (Bartholomew & Horowitz, 1991).

Bartholomew and Horowitz (1991) used an attachment interview, as well as friendship, self-concept, and sociability questionnaires, to identify a profile of correlates for each of the four attachment prototypes. In their study, those classified as

secure received high ratings on warmth, balance of control in friendships, and level of involvement in romantic relationships. The dismissing group scored low on self-confidence, emotional expressiveness, frequency of crying, and warmth. The preoccupied group scored high on self-disclosure, emotional expressiveness, frequency of crying, reliance on others, and caregiving. Finally, the fearful group was rated as being low in self-confidence, balance of control in relationships, self-disclosure, intimacy, and reliance on others.

The peer/romantic tradition, in the use of self-report measures, is interested in consciously held beliefs about self and others in relationships. They focus on love relationships in adulthood, and the assumption is that early attachment relationships provide a prototype for later social and emotional relationships. The claim is that the attachment system in adulthood operates and underlies similar dynamics as it does in parent-child relationships. Specifically, the adaptive function of attachment in adulthood is security and protection within close, romantic, love relationships.

THE CURRENT STUDY

Attachment theory postulates that the infant-mother relationship is an influential factor in the formation of an individual's internal working model, concerning conceptions of self and other, and the course of later emotional and social relationships. The nuclear family tradition, following the work of Main and her colleagues, has found that adults' working models correspond to the quality of parent-child relationships, and they play a role in the cross-generational transmission of family patterns. Also, the peer/romantic tradition, based on the work of Hazan and Shaver, have found that the prevalence of attachment styles is similar in adulthood as in infancy, and adults with different attachment styles differ predictably in the way they experience romantic love.

Therefore, there should be some congruence between representations of early childhood experiences with parents and representations of later reciprocal adult love relationships. An important question is whether these representations of attachment with parents in early childhood are similar to later adult love relationships and whether they can predict one another. One would expect that individuals with a secure romantic attachment style would differ in their representations associated with their parent-child relationships from those with an insecure romantic attachment style. More specifically, I hypothesize that those with a secure romantic attachment style will report more positive memories of their childhood experiences, describing their parents as warm, responsive, and caring, whereas those with an insecure romantic attachment

style will report more negative memories, describing their parents as somewhat distant, cold, and/or rejecting.

A second issue involves the prevalence of attachment as the most important component of close adult romantic relationships. Ainsworth (1989) claims that the three basic behavioral systems involved in sexual pair bonds are the reproductive, attachment, and caregiving systems. She claims that components other than these three systems exist, however, they are not essential. The same is true for the social psychologists, who believe that the attachment perspective offers the most comprehensive approach to the study of romantic love.

I argue, in the words of Rutter (1994, p. 566) that "attachment is not the whole of relationships". Rather, an important feature of close relationships is friendship, defined as a reciprocal relationship involving cooperation, understanding, and trust, in which one engages in similar activities and can negotiate differences with the other. My hypothesis is that the salience of friendship-related issues will be similar to the salience of attachment-related issues as determined by an individual's description of their ideal and actual love relationships.

A third issue of interest involves an individual's representation of their actual and ideal relationships. Researchers have classified individuals into attachment categories based on how they generally experience love relationships. Therefore, researchers have studied an individual's *actual* relationship, and the study of an individual's *ideal* relationship has remained relatively untouched. What is it that

individuals actually want from their close relationships, what are they looking for from their partners, and what are they ending up with?

I am interested in determining whether or not an individual's classification in a particular attachment style differentiates how they perceive their actual and ideal relationships. I am also investigating whether the issues that are salient when describing an ideal relationship differ substantively from those that are salient when describing their actual, ongoing or most recent relationship. According to Bartholomew and Horowitz (1991), selective affiliation in the form of the seeking or avoidance of social contacts and the selection of social partners who are likely to confirm internal working models is expected to be central in maintaining adult attachment patterns" (p.241). Therefore, I hypothesize that one's particular attachment style will in fact differentiate their representations of actual and ideal love.

METHOD

Participants

Sixty Lehigh University undergraduate students (30 men, 30 women) participated in this study. They were enrolled in either Introduction to Psychology or Introduction to Social Psychology and were enlisted in the participant pool for course credit. The participants were randomly sampled from the pool.

The majority of participants (92%) were Caucasian, 5% were Asian, and 3% were "other". The participants ranged in age from 18 to 23, with a mean and median age of 19, and they were predominantly freshman or sophomore students (80%). They varied in their major field of study; however, the schools of study were quite similar in terms of percentages (25% majored in Arts and Sciences, 32% in Engineering and Applied Sciences, 20% in Business and Economics, and 23% classified themselves as "undecided").

Sixty-six percent of participants' fathers and 58% of their mothers had at least a college degree. Seventy-eight percent of their parents were married, 18% were divorced, 2% were widowed, and 2% were never married. Almost all participants had siblings (95%), and the number of siblings ranged from 0 to 4, with a mean of 1.58 and median of 1.00.

At the time of the study, 92% of students had been in a romantic relationship at some point in their lives, and 50% of students were currently in a romantic relationship. The length of participants' longest relationship ranged from 2 weeks to 5 years, with a mean length of 16 months and a median length of 10 months.

Procedure and Materials

All participants completed a questionnaire (see Appendix B for instructions), which consisted of questions concerning (1) their attachment relationship with their parents; (2) how they feel in close relationships in general; (3) their current/most recent relationship; and (4) their ideal relationship (see Appendix C for specific measures used).

The first measure was a broad adaptation of the Adult Attachment Interview, which was developed by George, Kaplan, and Main to assess an individual's memories and discourse in describing childhood experiences with their parents. (The original measure was not used due to the rigorous and in-depth training required to administer and code the AAI). In this section of the questionnaire, each participant was asked to provide three adjectives, which describe their childhood relationship with each parent, and cite specific experiences from childhood that explain the adjectives given. Each participant was also asked questions concerning to whom they turned for comfort, to which parent they felt closer, and how their relationship with their parents has changed over time. The purpose of this self-report measure was to capture the participant's attachment style with respect to their parents.

The second measure was the Multi-Item Measure of Adult Attachment, which was developed by Brennan, Clark, and Shaver (1998) and is based on Bartholomew's Four-Category Model of Adult Attachment (1990). After a thorough investigation of all existing self-report measures of adult attachment, Brennan, Clark, and Shaver (1998) created a pool of items designed to assess various attachment constructs. From

this pool of items, they created two 18-item scales to represent the dimensions of Avoidance and Anxiety. These two scales are then used to predict four target variables, which categorize the participant as being Secure, Fearful, Preoccupied, or Dismissing. The purpose of this measure was to determine the participant's adult romantic attachment style.

The third and final measure explores the participants' conceptions of their actual romantic relationships as well as their ideal relationships. This measure, developed by Rusbul, Onizuka, and Lipkus (1990), asked participants to write two brief essays. Each participant was asked to describe (1) their current/most recent relationship and (2) their ideal relationship. The order of the presentation of the two essays varied among participants to minimize any order effects. The aim of this measure was to identify individuals' conceptualizations of their actual and ideal love relationships.

Coding

Adjectives and Memories Describing the Parent-Child Relationship

Both the adjectives and memories describing the participant's childhood relationship with each parent were first coded as being secure or insecure. The adjectives and memories were coded as secure if they reflected or implied a close, warm, loving relationship, and/or the adjective was positive in its connotation. They were coded as insecure if they reflected or implied a rejecting, rigid relationship in which the caregiver was unavailable or inconsistent in their caregiving and/or the adjective was negative in its connotation. Those adjectives which could be considered

neutral (e.g., quiet, educational, professional) were classified as being secure or insecure based on the experience used to describe the adjective given. For example, the adjective *professional* was coded as negative, based on the following memory. *"Sometimes him (dad) and I have trouble saying how we feel about things..."*. (See Appendix E for the complete list of adjectives provided by the participants.)

After the adjectives and memories were coded, the experiences describing each adjective were analyzed in terms of their consistency and specificity. More specifically, the descriptions of the relationships were examined to determine whether or not each memory was (a) consistent with and/or representative of its corresponding adjective, and (b) specific or general in terms of its content.

The experience was coded as being consistent if it represented the same concept as the adjective, and it was coded as being inconsistent if the memory described a different concept. For example, the following memory describing the adjective *sincere* was coded as being inconsistent. *"Allowing me to take an expensive trip instead of her going."*

The experience was coded as being specific if it was particular, exact, and/or precisely identified, and it was coded as being general if it was vague, not detailed or definite, and/or represented an overall feeling. For example, the following memory describing the adjective *secure* was coded as being specific.

> *"My mom used to hold my hand a lot in malls so I wouldn't get lost. I remember once when she didn't and I followed the wrong woman. When I realized she wasn't my mother, I felt insecure about not having my mom's hand to hold."*

Another example of a specific memory is that describing the adjective *loving*.

"My mother has a loving touch to anything she does. I remember specifically on school mornings I would run downstairs and she would sit me down in front of her and brush and curl my hair. (I was terrified of using the curling iron as a child.) When I'd leave to go to school I'd get a kiss and maybe a hug."

A different memory, describing the same adjective *loving*, was coded as being general.

"Always there when I needed her. She was always very affectionate too."

After the adjectives and experiences describing the adjectives were coded, an overall score, ranging from 1 to 9, was given to each parent, based on the number of adjectives and memories rated as secure/insecure, consistent/inconsistent, and specific/general. The following table represents the coding scheme, which describes the participant's relationship with each parent.

TABLE 1
Coding Scheme: Participant's Relationship with Each Parent

1	3 Negative Adjectives; 3 Negative/Somewhat Negative Memories
2	No Adjectives Given; No Memories Given
3	2 Negative Adjectives and 1 Positive Adjective; 2 Negative Memories and 1 Positive Memory
4	2 Positive Adjectives and 1 Negative Adjective; 2 Positive Memories and 1 Negative Memory
5	2 Positive Adjectives and 1 Negative Adjective; 3 Positive Memories
6	3 Positive Adjectives; Combination of Positive Memories and Inconsistent Memories
7	3 Positive Adjectives; 3 Positive/Somewhat Positive Memories
8	3 Positive Adjectives; Positive, General Memories
9	3 Positive Adjectives; Positive, Specific Memories

Current/Most Recent Relationship and Ideal Relationship Essays

Both essays written by each participant (one describing their current/most

recent relationship and the other describing what they viewed as their ideal relationship) were coded to determine the salience of attachment-related issues and friendship-related issues. Therefore, essays were coded for how often these two types of issues (attachment and friendship) were mentioned. Two other issues, one concerning the trajectory of the relationship and the other concerning specific characteristics of the relationship or the partner, were also coded. As an indication of the salience of these four issues, the number of *ideas* referring to these issues was expressed as a proportion of the total number of ideas discussed in each essay.

The attachment-related issues, most of which were adapted from the work of Feeney and Noller (1991), included openness, closeness, dependence, commitment, affection and caring. See Table 2 for a description of the content and examples for each of the attachment-related issues.

TABLE 2
Attachment Issues

Issue	Content	Examples
Openness	References to open expression of thoughts and feelings; self-disclosure; honesty.	We'd tell each other everything and not hide back our feelings.
Closeness	Attitudes to closeness.	The relationship would progress by us growing closer and closer to each other.
Dependence	Attitudes concerning dependence and independence. Are they possessive, or do they remain independent? Do they retain the freedom to engage in other activities?	She was way too possessive.
Commitment	Attitudes to commitment; the seriousness of the relationship; level of involvement. Will the relationship last forever; "to death do us part".	We'd both be willing to make some sacrifices to make sure we stayed together.
Affection	Attitudes to the expression of love and affection.	I always want him to show his care and interest on me when I'm with him.
Caring	Attitudes concerning caring and support.	I want someone who cares about me and my feelings.

The friendship-related issues included companionship, an emphasis on friendship, and friendship qualities. See Table 3 for a description of the content and examples for each of the friendship-related issues.

TABLE 3
Friendship Issues

Companionship	Attitudes concerning spending time together; engaging in similar everyday activities.	She must enjoy spending time with me.
Emphasis on Friendship	Attitudes stressing the importance of friendship. Did the relation begin by first being friends?	We are the best of friends.
Friendship Qualities	Attitudes concerning qualities, such as respect, understanding, equality, and happiness.	My boyfriend is kind, sincere, and respects how I feel.

The issues concerning the relationship's trajectory include the speed of development and the level of romance within the relationship. See Table 4 for a description of the content and examples for each of the trajectory issues.

TABLE 4
Trajectory Issues

Speed of Development	Was it an immediate attraction or did it develop more slowly?	Things would move slow, but not so slow that they get boring.
Level of Romance	Does the person desire more romance in the relationship?	I would like it if he was more romantic, like if he did things, like bought me flowers for no reason.

Finally, the last of the issues that were coded involved ideas concerning an individual's liking or disliking of specific characteristics concerning their partner. See Table 5 for a description of the content and examples for this issue.

TABLE 5
Specific Characteristics

Physical and Personality Requirements	Clear requirements concerning external appearance and personality.	She would be 5'5", thin, smart, funny, and hot.
Shared Beliefs And Values	Clear requirements concerning lifestyle, career, and religion.	It is important that he believes in God as strongly as I do, so that our focuses and beliefs are on the same track.

After the salience of each of the four issues was established, I investigated whether or not the issues of attachment and friendship differed among romantic attachment styles as determined by their representations of their ideal romantic relationship. In order to assess the participants' attitudes toward attachment and friendship in each ideal essay, a zero was assigned to subjects not mentioning the particular issue, and scores of +1 and –1 were assigned to statements with positive or negative appraisals.

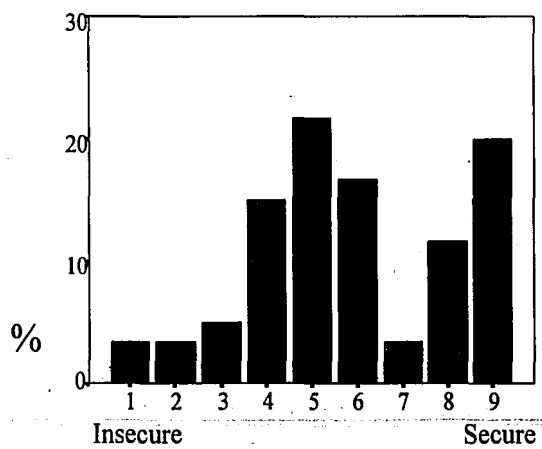
RESULTS

Security of Attachment with Parents

The first set of analyses examined whether parental attachments were related to attachment in adult romantic relationships. To determine the security of the mother-child attachment and the father-child attachment, the adjectives and memories describing the participant's childhood relationship with each parent were coded as being secure or insecure. The resulting scale describing the security of attachment with each parent, ranged from 1 to 9 (1 being "insecure" and 9 being "secure"). (Refer to Table 1 for a full description of the scale.)

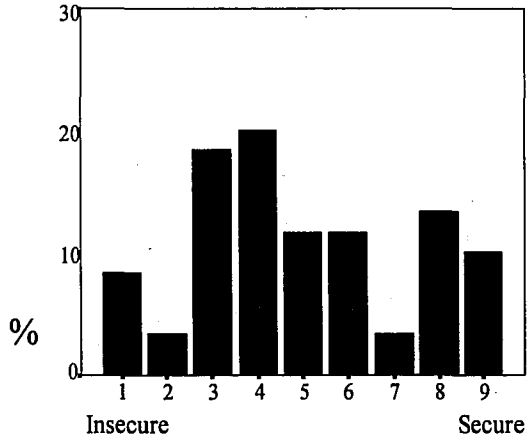
As shown in Figure 2, participants' childhood relationships with their *mother* were primarily coded as secure, with an overall mean score of 5.9 and a median of 6.0. Eighty-eight percent of respondents described their relationship with their mother with two or more positive adjectives and memories (a score from 4 to 9), whereas only 12% of respondents described their relationship with their mother in a negative way (a score from 1 to 3).

FIGURE 2
Security of Attachment with Mother (9-Point Scale)



As shown in Figure 3, participants' childhood relationships with their *father* were more evenly distributed across the scale, with an overall mean score of 4.98 and a median of 4.5. Seventy percent of respondents described their relationship with their father with two or more positive adjectives and memories (a score from 4 to 9), whereas 30% of respondents described their relationship with their father with two or more negative adjectives and memories (a score from 1 to 3). These results indicate that the mother-child relationship was perceived as being more positive than the father-child relationship.

FIGURE 3
Security of Attachment with Father (9-Point Scale)



In order to compare the participants' parent-child relationships to the participants' romantic attachment styles, the 9-point rating scale of the adjectives and memories was collapsed into a 3-point scale describing attachment in discrete categories (*secure*, *somewhat secure*, and *insecure*). Relationships coded from 1 to 3 on the 9-point scale were recoded as being *insecure*; those relationships coded as 4 or 5 on the 9-point scale were recoded as being *somewhat secure*; and those relationships coded from 6 to 9 on the 9-point scale were recoded as being *secure*.

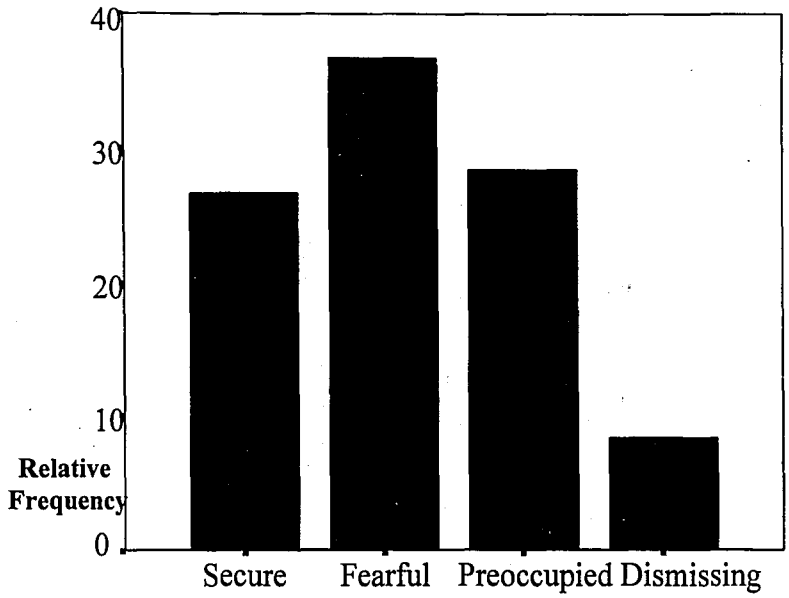
Based on the 3-point scale, 12% of the participants described an insecure relationship with their mother, 37 % described a somewhat secure relationship, and 52% described a relationship that was secure. In contrast, 30% of the participants described an insecure relationship with their father, 32% described a somewhat secure relationship, and 38% described a relationship that was secure. The percent of father-child relationships that were insecure was almost triple that of the insecure mother-child relationships.

Interestingly, many of the individuals who had insecure relations with their father were children of divorce. Forty-five percent of participants who were children of divorce had insecure relations with their father in childhood. In contrast, only 23% of participants whose parents were married had insecure relations with their father. Based on the findings, one cannot explain whether these insecure relations are a result of divorce or the father's absence. However, it is clear that children of divorce talked quite negatively and *consciously* about their relations with their father.

Romantic Attachment Styles

The self-report measure used to assess the respondents' romantic attachment styles was based on Bartholomew's four-group model, and it resulted in the respondent being classified as "Secure", "Fearful", "Preoccupied", or "Dismissing". As indicated in Figure 4, 27% of the respondents were categorized as secure, 37% were fearful, 28% were preoccupied, and 8% were dismissing. This distribution was somewhat different from previous research findings, as the insecure groups (in total) were very high and "fearful" was the most frequent style.

FIGURE 4
Romantic Attachment Style



There was no significant difference between the participant's romantic attachment style and gender. As indicated by Table 6, an equal number of men and women were classified as secure, and a similar number of men and women were classified as fearful and preoccupied. Eighty percent of those with a dismissing romantic attachment style were men, however this may be due to the fact that the dismissing style had very few cases. Therefore, men and women were similar in terms of their romantic attachment style.

TABLE 6
Relationship between Romantic Attachment and Gender

Romantic Attachment	Gender		Total
	Male	Female	
Secure	8 (50%)	8 (50%)	16 (100%)
Fearful	10 (45%)	12 (55%)	22 (100%)
Preoccupied	8 (47%)	9 (53%)	17 (100%)
Dismissing	4 (80%)	1 (20%)	5 (100%)
χ^2 (3) = 2.04*, p = .56; n = 60 * Note: 2 cells have a count less than 5.			

In order to compare romantic attachment style and parental attachment, the three insecure groups (fearful, preoccupied, and dismissing) were combined into one insecure classification. Table 7 shows the cross-tabulation of the two romantic attachment styles (insecure and secure) and the 3 parental attachment categories (insecure, somewhat secure, and secure) with respect to the *mother*. The column percentages do not change with respect to mother-child attachment, and a chi-square test comparing the two attachment schemes was not statistically significant, indicating that mother-child attachment style is not related to romantic attachment style.

However, if one takes a closer look at the data, it appears that there is a relationship between insecure attachments. The majority of those individuals classified as having an insecure relationship with their mother (71%) had an insecure romantic attachment style. This suggests that having an insecure relationship with one's mother is predictive of later insecure attachments with romantic partners. However, having a secure relationship with one's mother is not predictive of secure

romantic relationships.

TABLE 7
Relationship between Romantic Attachment and Mother-Child Attachment Categories

		Mother-Child Attachment		
		Insecure	**Somewhat Secure**	**Secure**
Romantic Attachment	**Insecure**	5 (71.4%)	17 (77.3%)	22 (71.0%)
	Secure	2 (28.6%)	5 (22.7%)	9 (29.0%)
Total		7 (100%)	22 (100%)	31 (100%)
χ^2 (2) = .276*, p = .871; n = 60 * Note: 1 cell has a count less than 5.				

Table 8 shows the cross-tabulation of the two romantic attachment styles (insecure and secure) and the 3 parental attachment categories (insecure, somewhat secure, and secure) with respect to the *father*. Although a chi-square test comparing the two attachment schemes was not significant, there was a greater degree of change among the column percentages.

TABLE 8
Relationship between Romantic Attachment and Father-Child Attachment Categories

		Father-Child Attachment		
		Insecure	**Somewhat Secure**	**Secure**
Romantic Attachment	**Insecure**	16 (88.9%)	11 (57.9%)	17 (73.9%)
	Secure	2 (11.1%)	8 (42.1%)	6 (26.1%)
Total		18 (100%)	19 (100%)	23 (100%)
χ^2 (2) = 4.547*, p = .103; n = 60 * Note: 1 cell has a count less than 5.				

Almost 90% of participants, who described an insecure relationship with their father, were also classified as insecure based on their romantic attachment style. However, 74% of participants who described a secure relationship with their father, were classified as having an insecure romantic attachment style. These findings indicate that having an insecure father-child relationship is predictive of having an insecure romantic attachment style, but having a secure relationship with one's father does not predict a secure romantic attachment style. The same is true for relationships with one's mother as well.

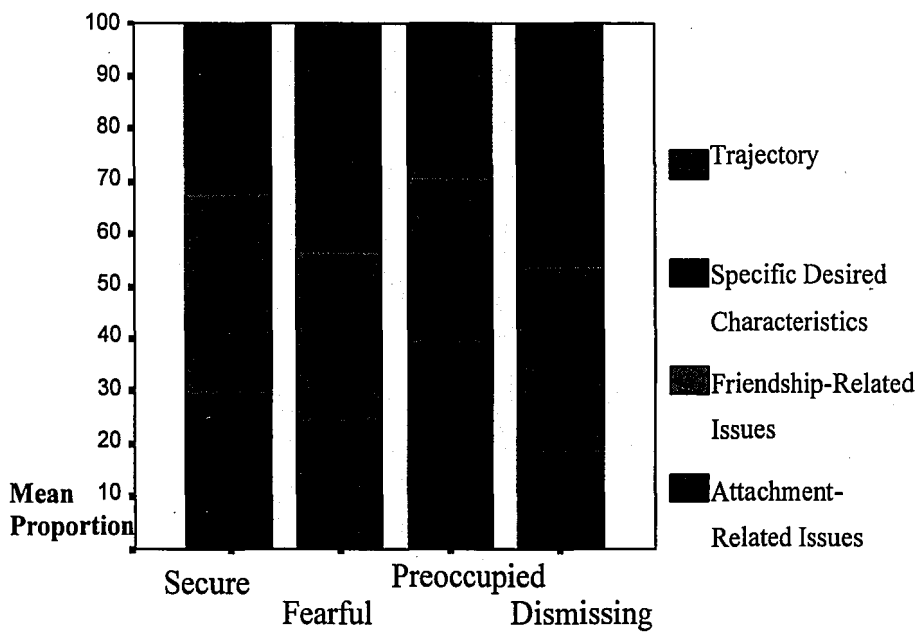
Salience of Attachment-Related versus Friendship-Related Issues in Representations of Actual and Ideal Love

As mentioned previously, this study also investigated the salience of attachment-related issues and friendship-related issues, along with the issues of the relationship's trajectory and specific characteristics of the partner in how adults describe their actual and ideal romantic relationships. As an indication of the salience

of each of these issues, the number of ideas referring to the particular issue was counted and expressed as a proportion of the total number of ideas within each essay. Analysis for each of the issues was conducted using a one-way analysis of variance (ANOVA), with romantic attachment style as the between factor.

Figure 5 shows the mean proportions of the four issues as discussed in the participant's essay concerning their ***ideal*** **relationship**.

FIGURE 5
Proportions of Issues within the Ideal



With respect to friendship-related issues and issues concerning the relationship's trajectory, there were no significant differences among attachment groups. The mean proportion of ideas devoted to friendship issues was about 33%, and the mean proportion of ideas reflecting the relationship's trajectory was about 12%

for the four attachment styles.

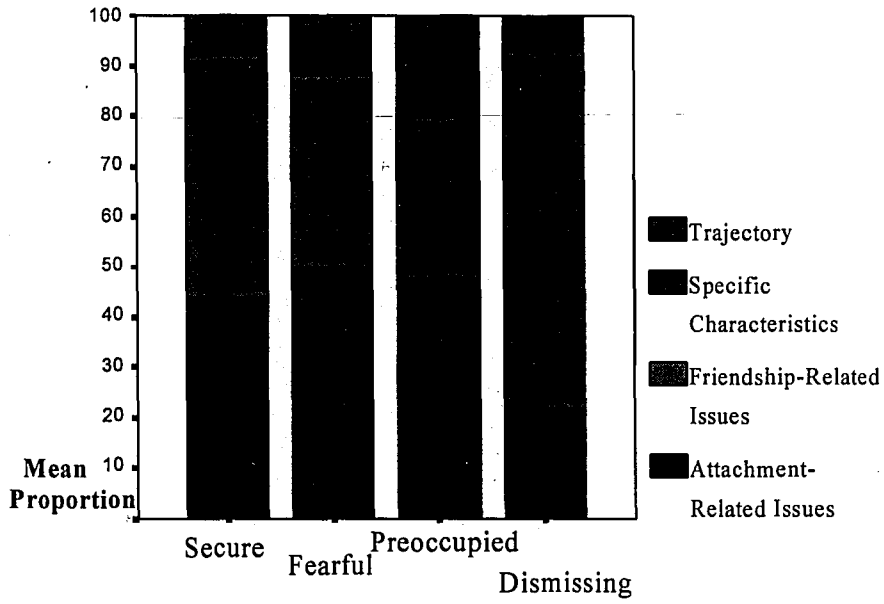
There were, however, differences among the attachment styles concerning issues of attachment and specific characteristics or qualities that were desired from the ideal relationship and/or partner. Although the overall *F*-test was not significant for the issue of attachment (F (3, 56) = 1.93, p = .135), there were some interesting patterns. The preoccupied group referred to attachment-related issues the most, with a mean proportion of 39%. This differed from the dismissing group's mean proportion of 18%. The secure and fearful groups devoted a similar proportion of their essays to attachment, with respective mean proportions of 27% and 23%.

The relationship between participants' romantic attachment style and specific characteristics that they desired in a partner in an ideal relationship was statistically significant (F (3, 56) = 3.65, p = .02). The two avoidant groups, dismissing and fearful, described specific desired characteristics to a greater extent than did the secure and preoccupied groups. The dismissing group referred to specific characteristics the most, with a mean proportion of 38%, and the preoccupied was quite similar, with a mean proportion of 32%. In contrast, both the secure and preoccupied groups had mean proportion of about 15%.

Figure 6 shows the mean proportions of the four issues as discussed in the participant's essay concerning their ***actual* relationship** (their most recent or current romantic relationship). The participants' essays describing their actual relationship, focused on attachment-related and friendship-related issues. Issues concerning trajectory and specific characteristics were seldom discussed, and did not significantly

differ in mean proportions among the four attachment styles.

FIGURE 6
Proportions of Issues within the Actual



There were differences among the four attachment styles concerning both attachment and friendship. Although the overall *F*-test was not significant for the issue of attachment ($F(3, 44) = 1.69$, $p = .183$), there were some interesting patterns. Once again, the dismissing group referred to attachment-related issues the least, with a mean proportion of 22%. This proportion is much lower than the three other attachment styles, whose mean proportions were each about 47%. In fact, this group spoke more of friendship issues, as will be discussed next.

The relationship between participants' romantic attachment style and friendship-related qualities was statistically significant ($F(3, 44) = 3.84$, $p = .02$). The dismissing group discussed friendship-related issues to an overwhelming extent. The mean proportion of the dismissing group for their reference to friendship (71%) was

about double that of the fearful (38%) and preoccupied groups (32%). The mean proportion of the secure group was 48%.

As indicated in Table 9, the salience of attachment-related issues and friendship-related issues is similar in both the ideal and actual love essays. In fact, the friendship dimension is actually larger in terms of its mean proportion (33%) than the attachment dimension (28%) in the ideal love essay, indicating that friendship is an important dimension in adults' conceptualizations of romantic relationships.

TABLE 9
Attachment and Friendship Means

Romantic Attachment Style	Ideal		Actual	
	Attachment	**Friendship**	**Attachment**	**Friendship**
Secure	27.19 (N=16)	36.00 (N=16)	43.64 (N=14)	48.43 (N=14)
Fearful	23.27 (N=22)	31.18 (N=22)	49.71 (N=14)	38.00 (N=14)
Preoccupied	38.94 (N=17)	32.12 (N=17)	47.87 (N=15)	31.87 (N=15)
Dismissing	18.00 (N=17)	36.40 (N=5)	21.60 (N=5)	70.80 (N=5)
Total	**28.32** (N=60)	**33.17** (N=60)	**44.44** (N=48)	**42.54** (N=48)

In terms of the four romantic attachment styles, the friendship dimension was more salient in both essays for those participants classified as secure and dismissing. In contrast, the attachment dimension was more prevalent in the preoccupied groups' essays. The fearful group is the only one to vary in terms of the ideal and actual love essays. They focused more on attachment issues in their descriptions of their actual love relationships, whereas they focused more on friendship issues in their

descriptions of their ideal love relationships. Interestingly, the fact that preoccupied individuals talk more about attachment, while dismissing individuals talk more about friendship, supports previous attachment work (see Appendix E).

Attachment Style Differences in Ideal Representations of Attachment and Friendship

This study also investigated whether attitudes toward attachment and friendship differed among romantic attachment styles as determined by their representations of their *ideal* romantic relationship. In this part of the study, only conceptions of ideal romantic involvement were examined and not conceptions of actual romantic involvement. The participants' representations of their ideal romantic relationship were studied because current research has only focused on mental models of actual relationships, and "there is no reason to suppose that there is necessarily a link between the types of love that *actually exist* and the types that people *ideally want*" (Rusbult *et al.*, 1993, p. 495). I was interested in the range of ideals that exist and the issues on which the attachment styles differ in their expectations of their close relationships and partners.

The issues selected to capture the themes of attachment were dependence, openness, closeness, commitment, affection, and caring, and the themes selected to capture the characteristics of friendship were an emphasis on friendship, a desire for specific friendship qualities, and companionship. (Refer to Tables 2 and 3 for descriptions of each of the issues and some examples). To assess the participants' attitudes toward attachment and friendship, a zero was assigned to subjects not

mentioning the particular issue, and scores of +1 and –1 were assigned to statements with positive or negative appraisals. The scores were then summed for each issue and a mean was computed for how often the issue was mentioned by participants in the varying attachment styles.

The relationship between romantic attachment style and their perspective on attachment-related issues is displayed in Figure 7. It is strikingly evident that the two avoidant styles, dismissing and fearful, seek independence over dependence within a relationship. The dismissing group also focuses on a desire for openness, in that they want open expression and honesty within a relationship, whereas the fearful group stresses the desire to feel close to their partner. The secure and preoccupied styles are similar in that they have strong attitudes toward commitment and closeness within a relationship. Interestingly, the secure group did not mention issues concerning dependence. All four attachment styles were similar in their desire for affection.

FIGURE 7
Ideal Attachment Issues by Attachment Style

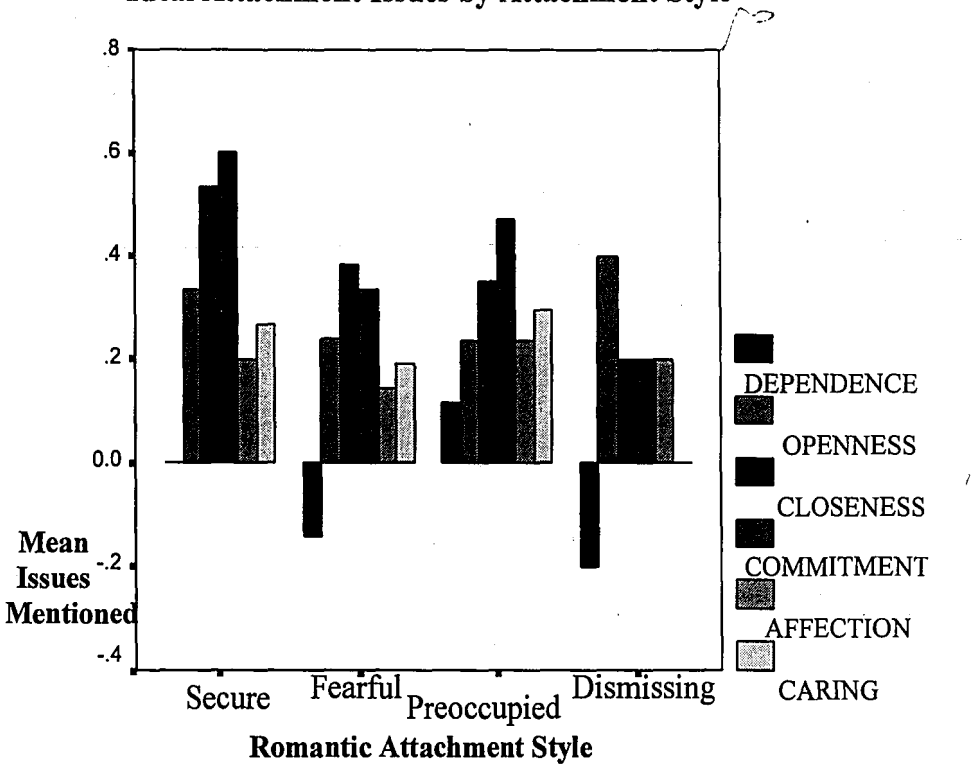
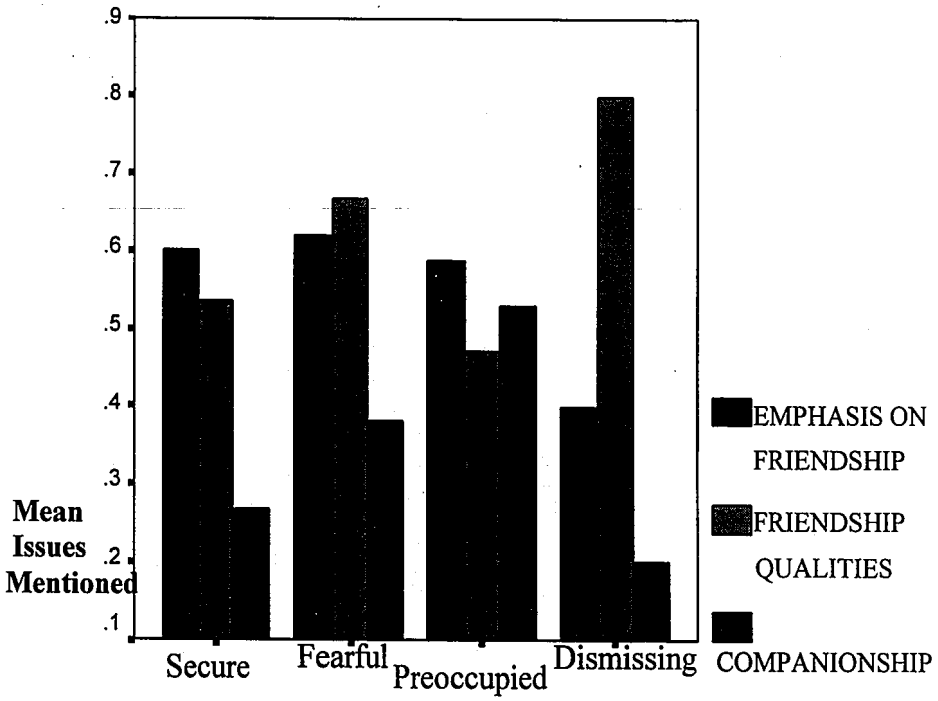


Figure 8 shows how the different attachment styles talked about friendship issues, which were all discussed in positive terms. Both the secure and fearful group placed an emphasis on friendship and friendship qualities (e.g. trust, understanding, respect), however the secure group did not stress the need for companionship. The preoccupied group placed a similar emphasis on friendship, but out of the three other attachment styles, they placed the greatest emphasis on companionship. Almost all of the individuals classified as dismissing stressed the desire for friendship qualities and very few mentioned the desire for companionship. Overall, the secure, preoccupied, and fearful groups are similar in their expression of friendship-related issues in their ideal essay. It is the dismissing group, which displayed the most variation.

FIGURE 8
Ideal Friendship Issues by Romantic Attachment Style



DISCUSSION

This study investigated how the ability to form attachments early in life influences later social and emotional relationships, particularly close romantic relationships. The first hypothesis, stating that there should be some congruence between representations of attachment to parents in childhood as assessed through present memories and representations of attachment in adult romantic relationships, was partially supported. Insecure attachments with both the mother and father were highly predictive of insecure romantic relationships. However, secure relationships with each parent did not predict secure relationships with an individual's romantic partner. A possible reason for this finding may be a result of the self-report measure that was used as an adaptation of the Adult Attachment Interview.

The AAI was designed to assess adults' *unconscious* internal working models with respect to attachment relationships in childhood. The adaptation, which was an attempt to combine the interview technique of the nuclear family tradition with the self-report method used by the peer/romantic tradition, assessed adults' *conscious* feelings toward their parents. Therefore, this "conscious" measure was subject to idealization of the participant's parent-child relationships. This idealization may be the reason why the measure was not successful in differentiating those individuals who were classified as having secure relationships with their parents.

The adaptation, however, did have many advantages. Foremost, participants were able to disclose private information concerning their close relationships that they may have otherwise withheld in a face-to-face interview. Also, for the most part,

participants enjoyed writing about childhood experiences and memories, they took the questions seriously, and they seemed to like the writing format, which was straightforward and non-threatening.

A disadvantage of the measure was that asking the participants about general childhood memories, in and of itself, did not address attachment issues. Since the quality of attachment is measured during times of stress, it is important to determine how an individual reacts when they are distressed and to whom they turn in such conditions. Therefore, the measure would have been more effective in discriminating among those in the secure category if it included more items that asked about distressing situations and how the individual dealt with those situations.

In fact, the self-report method may have lead to many individuals who were insecurely attached to their parents appear as if they were securely attached. Avoidant individuals (those classified as dismissing or fearful) may have attempted to conceal their distress in childhood by suppressing attachment-related feelings and idealizing their childhood experiences. In essence, when they provided descriptions of their feelings in childhood, "they might have deliberately misrepresented their true-feelings—particularly if the absence of emotional expression was due to defensive processes" (Fraley, Davis, & Shaver, 1998, p. 255).

Also, the measure used in this study did not examine discourse style, which many researchers have used to measure an individual's attachment style with respect to their parents in childhood. Researchers have used the probing technique to study an individual's discourse style, which may reveal "subtle slips or indications of motives"

suggesting that these individuals were distressed by separation in childhood despite their attempts to conceal their feelings (Fraley *et al.*, 1998, p.256).

The measure employed in this study could be modified to include probing questions concerning distressful situations, in which the respondent is asked to justify their statements with more in-depth descriptions of their childhood experiences. With these modifications, the adaptation would be a strong measure, and it would be able to discriminate further. However, the present findings did support the hypothesis of continuity of insecure attachment patterns. If people express negative feelings toward their mother or father, it seems to predispose them to insecure romantic relationships.

Another issue investigated in this study is whether romantic relations can simply be conceptualized as an attachment process. The study explored if other issues were important to individuals when describing their actual and ideal love relationships. The hypothesis that the salience of attachment-related issues would be similar to the salience of friendship-related issues was supported. As an indication of the salience of each of these issues, the number of ideas referring to each particular issue (attachment-related issues, friendship-related issues, issues concerning the relationship's trajectory, and specific characteristics of the relationship or partner) was counted and expressed as a proportion of the total number of ideas within each essay. The findings indicated that friendship was an important factor in romantic relationships, as well as attachment for both actual and ideal conceptions. Therefore, on average, participants discussed issues of friendship as frequently as they did issues of attachment in both their actual and ideal representations.

The third issue of interest that was explored in this study is whether romantic attachment styles predict what issues are important in their relationships. Do the different romantic attachment styles want different things from their close relationships and partners? The findings suggested that there were some differences among the attachment styles concerning issues of attachment and specific characteristics that were described in the respondent's conception of their ideal relationship and/or partner. The preoccupied group referred to attachment-issues the most, whereas the dismissing group referred to them the least. In terms of specific desired qualities, the two avoidant groups referred to them to a greater extent than did the secure and preoccupied groups.

The participants' essays concerning their actual relationships focused primarily on attachment-related and friendship-related issues, and issues concerning trajectory and specific characteristics of the relationship were seldom discussed. The secure, fearful, and preoccupied groups referred to attachment and friendship issues to a similar extent. However, the dismissing group devoted most of their essay to friendship-related issues.

One possible reason for the dismissing group's focus on friendship-related issues may be due to the fact that they devalue the importance of attachment relationships or that they do not acknowledge their need for attachment. Another possibility is that avoidant adults may simply be unconcerned about, or indifferent to, attachment. However, attachment research has argued for the first explanation.

Finally, the study investigated the specific issues and concerns toward

attachment and friendship among the four romantic attachment styles. Although an adult's particular attachment style was not found to significantly differentiate their attitudes toward attachment-related and friendship-related issues within their representations of ideal love, the study did reveal some differences.

In terms of attachment, the secure group valued closeness and commitment, and they did not discuss the issue of dependence. The preoccupied group was similar to the secure group in that they also valued commitment. Both of the avoidant styles sought independence over dependence, and the primary difference between the two groups was the dismissing group's desire for openness and communication.

In terms of friendship-related issues, the preoccupied group placed an emphasis on friendship, friendship qualities and companionship. The three other groups were less concerned with companionship, and the dismissing group valued friendship qualities more than any other style.

Despite the interesting patterns and differences among the varying attachment styles that this thesis has advanced in terms of an individual's representation of their ideal and actual love relationships, many questions remain unanswered. It is still unclear as to whether individual attachment styles in romantic relationships reflect early social and emotional experiences with parents, because these findings only lend partial support to the hypothesis of continuity, with respect to insecure attachments. Also, what is the role of attachment-related issues and friendship-related issues in close relationships?

This study revealed that attachment is not the whole of relationships, and

friendship is an important theme that exists in individuals' representations of love and this is true for both the ideal and actual. In addition, romantic attachment styles do differentiate to some extent one's representation of ideal and actual love. However, based on the assessment of romantic attachment styles, one would expect a greater differentiation of their discussion of attachment-related issues. Therefore, the romantic attachment scale used in this study was not as predictive of attachment issues as was expected.

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APPENDICES

APPENDIX A
HAZAN AND SHAVER'S SELF-REPORT MEASURE OF ADULT ATTACHMENT

Which of the following best describes your feelings?

1. I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me. *(Secure)*

2. I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, love partners want me to be more intimate than I feel comfortable being. *(Avoidant)*

3. I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to merge completely with another person, and this desire sometimes scares people away. *(Anxious/Ambivalent)*

APPENDIX B
CONSENT FORM FOR THE ADULT ATTACHMENT QUESTIONNAIRE

February 1999

Dear Participant,

I am a graduate student in the Department of Sociology and Anthropology at Lehigh University, where I'm working towards my M.A. in Social Relations. One of my main areas of interest is adult attachment and the role of attachment in adult romantic relationships. This research project is part of my Master's thesis and is under the supervision of my advisor, Ageliki Nicolopoulou.

This study can help us better understand attachment issues concerning an individual's close relationships and their conceptions of actual and ideal romantic love.

I would like to ask for your agreement to participate as a subject in this study. Specifically this would involve allowing me:

(a) to have you complete a questionnaire concerning aspects of your relationship with your parents;
(b) to have you complete a questionnaire concerning aspects of your past close relationships; and
(c) to have you write two brief essays, one concerning your current/most recent love relationship and one concerning your ideal love relationship.

Let me assure you that your questionnaires will be **completely anonymous**, and information gathered about you will be kept **strictly confidential**, in accord with normal research procedures and Lehigh University policy for the protection of human subjects. Your name will appear only on the consent form, which will not be linked to your questionnaires in any way.

This study is not intended to assess or compare the characteristics concerning close relationships of individual people. Instead, its purpose is to assess more general patterns in attachment styles.

Your participation in this study should occupy about 45 minutes of your time, but no longer than 1 hour. The material in this study concerns how you generally feel and how you have felt in attachment relationships. Therefore, there is a possibility that you may be sensitive to the topic of close relationships and/or feel uncomfortable commenting on your experiences with your parents and romantic partners. My hope is that you will be able to participate in this study. However, your agreement is entirely voluntary, and failure to agree will in no way jeopardize your relationship with Lehigh University in any way.

If you have any questions or concerns about this study, you can call any of the following for clarification or to report your concerns: Dorene McNamara (215-641-2345); Professor Ageliki Nicolopoulou, Department of Psychology, Lehigh University (610-758-

3618); Professor Martin Richter, Department of Psychology, Lehigh University (610-758-3622); or Ruth L. Tallman, Office of Research and Sponsored Programs, Lehigh University (610-758-3024).

Thank You,

Dorene McNamara

CONSENT FOR PARTICIPATION IN RESEARCH PROJECT

I have read and understood the foregoing letter, and I give my consent to participate in this study. I understand that failure to agree will not affect my standing in the Psych 1/ SSP 21 course or my relationship with Lehigh University in any way, and I am free to discontinue my participation at any time. I also understand that if I have questions or concerns about the study, I can at any time contact Dorene McNamara, Professor Ageliki Nicolopoulou, Professor Martin Richter, and/or Ruth Tallman to discuss these questions or concerns. (I may also request a copy of this document from the experimenter.)

I, _____, hereby agree to take part in Dorene McNamara's study.

_____ _____

(Participant's signature) (Date)

APPENDIX C
ADULT ATTACHMENT QUESTIONNAIRE

Participant's Background Information

1. AGE_____ 2. SEX_____ 3.ETHNICITY_____

4. COLLEGE YEAR_____ 5. COLLEGE MAJOR_____

6. ARE YOUR PARENTS:_____
   A. Married?
   B. Divorced?
   C. Separated?
   D. Widowed?
   E. Never Married?

7. WHAT IS YOUR **FATHER'S** LEVEL OF COMPLETED EDUCATION?____
7a. YOUR **MOTHER'S**?____
   A. Less than high school
   B. High school
   C. 2-year college
   D. 4-year college
   E. Graduate school

8. WHAT IS YOUR **FATHER'S** OCCUPATION?_____

9. WHAT IS YOUR **MOTHER'S** OCCUPATION?_____

10. DO YOU HAVE SIBLINGS?_____ 10a. IF YES, HOW MANY?_____
   A. Yes
   B. No

11. HAVE YOU EVER BEEN IN A ROMANTIC RELATIONSHIP?_____
   A. Yes
   B. No

   11a. IF YES, ARE YOU CURRENTLY IN A ROMANTIC RELATIONSHIP?_____
      A. Yes
      B. No

   11b. HOW LONG WAS YOUR LONGEST ROMANTIC RELATIONSHIP?_____

12. AT THIS TIME IN YOUR LIFE, HOW MANY PEOPLE DO YOU FEEL CLOSE TO?_____

   12a. WHO WOULD THESE PEOPLE BE BY ROLE? (i.e. mother, girlfriend, etc.)

_____
_____
_____

Parent-Child Relationships

1. Please give **three** adjectives which best describe your relationship with your **mother** during childhood.

2. Please give **three** adjectives which best describe your relationship with your **father** during childhood.

3. For **each adjective** you chose describing your relationship with your **mother** during childhood, describe a **specific memory** which illustrates that adjective.

4. For **each adjective** you chose describing your relationship with your **father** during childhood, describe a **specific memory** which illustrates that adjective.

5. What did you do when your were upset during childhood? To whom did you turn for comfort?

6. Did you feel closer to your mother or father during childhood? Why?

7. Has your relationship with your parents changed over time? If yes, how so?

Experiences in Close Relationships

The following statements concern how you feel in romantic relationships. We are interested in how you generally experience relationships, not just what is happening in a current relationship. Respond to each statement by indicating how much you agree or disagree with it. Write the number in the space provided, using the following rating scale:

Disagree strongly **Neutral / mixed** **Agree strongly**

1 2 3 4 5 6 7

____ 1. I prefer not to show a partner how I feel deep down.
____ 2. I worry about being abandoned.
____ 3. I am very comfortable being close to romantic partners.
____ 4. I worry a lot about my relationships.
____ 5. Just when my partner starts to get close to me I find myself pulling away.
____ 6. I worry that romantic partners won't care about me as much as I care about them.
____ 7. I get uncomfortable when a romantic partner wants to be very close.
____ 8. I worry a fair amount about losing my partner.
____ 9. I don't feel comfortable opening up to romantic partners.
____ 10. I often wish that my partner's feelings for me were as strong as my feelings for him/her.
____ 11. I want to get close to my partner, but I keep pulling back.
____ 12. I often want to merge completely with romantic partners, and this sometimes scares them away.
____ 13. I am nervous when partners get too close to me.
____ 14. I worry about being alone.
____ 15. I feel comfortable sharing my private thoughts and feelings with my partner.
____ 16. My desire to be very close sometimes scares people away.
____ 17. I try to avoid getting too close to my partner.
____ 18. I need a lot of reassurance that I am loved by my partner.
____ 19. I find it relatively easy to get close to my partner.
____ 20. Sometimes I feel that I force my partners to show more feeling, more commitment.
____ 21. I find it difficult to allow myself to depend on romantic partners.
____ 22. I do not often worry about being abandoned.
____ 23. I prefer not to be too close to romantic partners.
____ 24. If I can't get my partner to show interest in me, I get upset or angry.
____ 25. I tell my partner just about everything.
____ 26. I find that my partner(s) don't want to get as close as I would like.
____ 27. I usually discuss my problems and concerns with my partner.
____ 28. When I'm not involved in a relationship, I feel somewhat anxious and insecure.
____ 29. I feel comfortable depending on romantic partners.
____ 30. I get frustrated when my partner is not around as much as I would like.
____ 31. I don't mind asking romantic partners for comfort, advice, or help.

Disagree strongly **Neutral / mixed** **Agree strongly**

1 2 3 4 5 6 7

____ 32. I get frustrated if romantic partners are not available when I need them.
____ 33. It helps to turn to my romantic partner in times of need.
____ 34. When romantic partners disapprove of me, I feel really bad about myself.
____ 35. I turn to my partner for many things, including comfort and reassurance.
____ 36. I resent it when my partner spends time away from me.

My Ideal Romantic Relationship

Please write a brief essay (a page or so) describing what you view as your **ideal** romantic relationship. Discuss, as you see fit, things about **the relationship itself** (how it would begin, how it would progress, if and how it would end), things about **your partner**, things about **yourself** (how you would feel, your age, etc.), and so on. In short, describe what comes to mind when you think about your **ideal** romantic relationship.

My Current / Most Recent Romantic Relationship

Please write a brief essay (a page or so) describing your **current / most recent** relationship. Discuss, as you see fit, things about **the relationship itself** (how it began, how it progressed, if and how it ended), things about **your partner**, things about **yourself** (how you currently feel or felt, your age, etc.), and so on. In short, describe what comes to mind when you think about your **current / most recent** relationship.

APPENDIX D
EXPLANATORY STATEMENT

Dear Participant,

The purpose of this study was to examine the differences in adult attachment styles and the ways in which these different attachment styles predict an individual's perception of their actual relationship as well as their ideal relationship.

This investigation is based on the idea that individuals have different attachment styles, which reflect how you were attached to your caregiver in infancy. These attachment styles in infancy, representing one's expectations concerning their caregiver's availability and responsiveness, are thought to be maintained and transferred to later adult relationships. I am investigating the assumption that adult attachment patterns are enduring characteristics of the individual, which transcend particular relationships. Specifically, I am questioning the assumption that adult romantic attachment reflects attachment in infancy. I am also interested in whether or not an individual's classification in a particular attachment style differentiates how they perceive their actual and ideal love relationships.

In the study, the first part of the questionnaire that you completed was designed to measure your attachment style in childhood, while the second part was designed to measure your attachment style concerning close relationships in adulthood. Your two brief essays measured your conceptions of actual and ideal love.

This study can help us understand whether or not an individual's attachment to their parents influences the individual's attachment to their partners in romantic relationships and if an individual's attachment style influences their representation of actual and ideal romantic love.

If you have any questions or concerns about the study, please contact me at (215) 641-2345. I would be happy to discuss with you more about the topic of adult attachment, which can also be found in social and personality or developmental psychology textbooks.

If you have any problems concerning your participation in this study, please contact the Participant Pool Coordinator, Professor Martin L. Richter, Department of Psychology, Lehigh University (Phone: (610) 758-3622).

Thank you for your participation,

Dorene McNamara

APPENDIX E
Attachment Models

Researcher	Measure	Conceptualization	Attachment Groups			
Ainsworth	Strange Situation procedure	Patterns of infant behavior can be used to identify styles of infant-mother attachment.	Secure --infant is confident that caregiver will be available; --shows comfort upon reunion with caregiver	Anxious-Ambivalent --infant is uncertain whether caregiver will be available; --anxious upon separation with caregiver	Avoidant --infant has no confidence that caregiver will be available; --ignores caregiver upon reunion	
Main	Adult Attachment Interview	Quality of parent's past attachment relationships predicts the quality of present interactions between the parent and infant.	Autonomous --adult values attachment relationships; --can describe past relationships coherently	Preoccupied --adult is engrossed with past attachment relationships; --cannot describe past relationships coherently	Dismissing --adult devalues the importance of attachment relationships	*Unresolved --adult's responses to loss completely lack coherence *category is superimposed on main classification
Hazan & Shaver	Three-group forced-choice measure	Romantic love is conceptualized as an attachment process through which affectional bonds are formed.	Secure --adult finds it easy to get close to others; --comfortable depending on others	Anxious-Ambivalent --adult worries about relationships; --wants to merge completely with another person	Avoidant --adult is uncomfortable being close to others; --finds it difficult to trust others	
Bartholomew	Four-group system (questionnaire with Likert-type scaling)	Romantic love is conceptualized as theoretical ideals combining "models of self" with "models of other".	Secure --adult has a positive model of self and other; --comfortable with intimacy and autonomy	Preoccupied --adult has a negative model of self and positive model of other; --preoccupied with relationships	Dismissing --adult has a positive model of self and negative model of other; --dismissing of intimacy	Fearful --adult has a negative model of self and other; --fearful of intimacy; --socially avoidant

APPENDIX F
PARENT-CHILD RELATIONSHIP ADJECTIVES

Adjectives Classified as Secure		
Accepting	Enlightening	Open-Hearted
Active	Exciting	Playful
Adventurous	Friendly	Protective
Affectionate	Fun	Relaxed
Agape	Generous	Reliable
Athletic	Giving	Respectful
Caring/Careful	Happy/Happiness	Secure
Close/Closeness	Helpful	Sincere
Comforting	Honest/Honesty	Special
Compassionate	Humorous	Stable
Competitive	Important	Steady
Concerned	Independent	Strict (in a good way)
Creative	Intellectual	Strong
Dependable	Intuitive	Supportive
Easy-going	Loving	Talkative
Educational/Educating	Mechanically-Constructive	Teaching-like
Educationally-Constructive	Normal	Thoughtful
Encouraging	Not Too Serious	Trust/Trusting
Energetic	Nurturing	Understanding
Enjoyable	Open	Unselfish
		Warm

Adjectives Classified as Insecure		
Absent	Distant	Respectful
Adult	Dominating	Scary
Angry	Emotional	Separated
Authoritarian	Exclusive	Spoiled
Obedience-Oriented	Fear	Strained
Boring	Horrible	Strict
Business-like	Inconsistent	Stubborn
Busy	Intimidating	Success-oriented
Closed	Invisible	Tense
Controlling/Controlled	Not Close	Tough
Demanding	Professional	Unaffectionate
Dependent	Protective	Unsubstantial
Difference	Punisher	Upset
Difficult	Pushy	Withdrawn
Disappointed	Quiet	

BIOGRAPHY

DORENE MARY MCNAMARA

PERSONAL BACKGROUND

Born April 9, 1975 to Walter and Patricia McNamara in Abington, PA

EDUCATION

LEHIGH UNIVERSITY Bethlehem, PA
September 1997 to May 1999
Master of Arts Degree in Social Relations
GPA 4.0

LOYOLA COLLEGE IN MARYLAND Baltimore, MD
September 1993 to May 1997
Bachelor of Arts Degree in Sociology
GPA 3.83; GPA in Major 3.88

KATHOLIEKE UNIVERSITIET Leuven, Belgium—Junior Year Abroad
September 1995 to May 1996

HONORS

Summa Cum Laude; Phi Beta Kappa; Sociology Medal; Alpha Sigma Nu (The National Jesuit Honor Society); Alpha Kappa Delta (The International Sociological Honor Society); Loyola Presidential Scholarship; Dean's List throughout attendance; Academic Achievement Award for Freshman Sociology Major and Junior Sociology Major.

LEADERSHIP

Loyola College Arrupe House President; Loyola College Sociology Club (Vice President)

EXPERIENCE

9/97 – present

LEHIGH UNIVERSITY *TEACHING ASSISTANT*
Bethlehem, PA
Responsible for teaching undergraduate students at Lehigh University in recitation sections of Introduction to Sociology, Introduction to Social Psychology, Research Methods and Statistics, and Computer Applications; graded students' papers and tests.

1/97 – 5/97

MARYLAND COALITION AGAINST SEXUAL ASSAULT *INTERN*
Baltimore, MD

Developed Police Training Manuals on issues of sexual assault for the Baltimore Police Department; helped organize sexual assault awareness programs; implemented sensitivity training to 911 call-takers.

9/94 – 5/95 **BALTIMORE CITY JAIL** *TEACHING ASSISTANT*
Baltimore, MD
Tutored women in a maximum-security prison; instructed low-level math and reading groups.

END OF TITLE